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ABSTRACT

Reported is the 1969-70 school year of Vermont's Consulting Teacher Program (Chittenden South) in which a consulting teacher assisted three teachers and two teacher aides to measure, monitor and modify the deficit learning behavior of 10 students in regular elementary school classes, and assisted five mothers to carry out successful projects with their children. Service/research activities are described, including direct consultation, classroom research on baseline levels of activity, and development of a model for teacher accountability. Explained is the inservice training program which involved a teacher workshop, a convention of behavioral educators, and a parent workshop. Appendixes contain reports of service/research projects undertaken during the program which focused on reading acquisition, word identification, and behavior upon leaving the meal table. (GW)

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THE 1969-1970 REPORT *of the* CONSULTING TEACHER PROGRAM

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A COOPERATIVE EFFORT
of
The College of Education, University of Vermont;
Division of Special Educational and Pupil Personnel Services
of the Vermont State Department of Education
and
THE CHITTENDEN SOUTH SUPERVISORY SCHOOL DISTRICT

PARTIALLY FUNDED UNDER TITLE VI-A, E.S.E.A.

EC 070472

Chittenden South Consulting Teacher Report

Shelburne School District

1969-1970

Carol S. Burdett

Consulting Teacher

The project presented or reported herein was performed pursuant to Grant 55414-69, Title VI-A, Elementary and Secondary Education Act, from the U.S. Office of Education, Department of Health, Education, and Welfare to the Vermont State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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ABSTRACT

A cooperative project of the College of Education, University of Vermont; Division of Special Educational and Pupil Personnel Services of the Vermont State Department of Education; and five school districts in Chittenden county (Burlington, Chittenden Central, Chittenden South, South Burlington, and Winooski); funded under Title VI-A, Elementary and Secondary Education Act.

During the 1969-1970 school year, the Chittenden South consulting teacher assisted three teachers and two teacher aides in the management and education of handicapped learners within their classrooms. The deficit learning behavior(s) of 10 children were thus reliably measured, monitored, and beneficially changed. The above three teachers concurrently participated in a teacher training workshop conducted by the consulting teacher. Three state certification credits were granted to each of these teachers.

Five mothers attended a series of parent meetings conducted by the consulting teacher. These parents all carried out successful projects with their child(ren).

CONSULTING TEACHER SERVICE

SUMMARY TABLE

1969-1970

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In each of the following, the teacher (or parent):

1. defined the learning behavior in observable terms;
2. measured the behavior daily; and
3. applied a specific teaching/learning procedure which served to effect a beneficial change in the behavior.

Number of Children Served	Teacher (or Parent)	School	Grade	Measured Behavior	Teaching/Learning Procedure
5	Burdett Perry (aide)	Village	1	identifying new words within a 3 second interval	a systematic prompting procedure which insured daily success
1	Duval	Village	3	study behavior	contingent teacher praise
1	Cook	Village	1	naming letters	contingent prizes
1	Crane	Village	2	study behavior	absence of a studen
2	Milbank (aide)	Middle	5	identifying new words within a 3 second interval	a systematic prompting procedure which insured daily success
1	Parent	---	--	non-lip sucking	contingent praise and ignoring
1	Parent	---	--	talking back	rules, tokens, and special activity backup
1	Parent	---	--	over eating	praise and horseback riding contingent upon weekly weight loss
1	Parent	---	--	teasing peer	praise for the teased peer contingent upon ignoring the teasing
5	Parent	---	--	leaving meal table	statement of a rule and contingent meal loss

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FIGURES

Figures 1, 2, 3, 4, & 5

Frequency of words learned during consecutive three day units.

Figure 6

Frequency of letters named during daily sessions.

Figure 7

Cumulative frequency of words learned during consecutive three day units.

Figure 8

Frequency of leaving the meal table during morning and evening family meals.

PARTICIPANTS

Chittenden South School District

Theodore Whalen, Superintendent

Edward Houlihan, Assistant Superintendent

Carol Burdett, Consulting Teacher

Village School

G. Alfred Mercaldo, Principal

Charlotte Cook, First Year

Lorraine Crane, Second Year

Judith Duval, Third Year

Jane Perry, First Year Aide

Mildred Cheney, Substitute Teacher

Middle School

John Winton, Principal

Jean Milbank, Teacher Aide

University of Vermont

College of Education, Special Education Program

Dean C. Corrigan, Dean

Hugh S. McKenzie, Chairman of Special Education Program

Martha F. Knight, Consulting Teacher

State Department of Education

Harvey B. Scribner, Commissioner of Education

Jean S. Garvin, Director, Special Educational and Pupil Personnel Services

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INTRODUCTION

The consulting teacher is committed to providing an educational environment which will prevent or remediate the academic and social deficits of elementary school children. The primary teacher (the teacher primarily responsible for the educational growth of the child), assisted by the consulting teacher, defines goal behaviors in observable and measurable terms; determines the present levels of these behaviors; implements teaching/learning procedures designed to help the child reach his goals; and evaluates the effectiveness of these procedures by comparing before and after measures. The consulting teacher is further committed to conducting and keeping abreast of current educational research; and to the inservice training of educational personnel. The service of the consulting teacher involves the informed participation of the child, parent(s), and the responsible school personnel.

In 1970-71, consulting teacher service was available to the Shelburne Village and Middle School teachers on request for one-half day per week for 35 weeks. This service was made possible through the cooperation of the Shelburne School District; the Chittenden South School District; the University of Vermont, College of Education Program in Special Education; and the Division of Special Educational and Pupil Personnel Services of the Vermont State Department of Education.

A University graduate fellow in special education assisted as a member of the consulting teacher team. In addition, the director of the University Program in Special Education served as a consulting psychologist to the team.

SERVICE/RESEARCH ACTIVITIES

Consulting.

Classroom teachers requested the aid of the consulting teacher directly, with the consent of the building principal. Specific behavioral examples of the present problem were recorded, as well as behavioral objectives to be achieved. Measurement procedures were then devised whereby the teacher could monitor the behavior daily. This type of measure is functional and differs markedly from the test measure which relies on one test measure at one given time.

Having thus diagnosed the specific learning problem, the classroom teacher and the consulting teacher set up reasonable short term objectives for the child and arranged his teaching/learning environment so that he could succeed in meeting these objectives.

The continued daily measurement of the problem learning behavior allowed the teacher to account for the effectiveness of the new teaching/learning environment.

The consulting teacher worked with three teachers (Judy Duval, Lorraine Crane, and Charlotte Cook) and two teacher aides (Jean Milbank and Jane Perry) in the district. A third level teacher (Judy Duval) conducted a follow-up study on the attending behavior of a nine year old boy. Contingent teacher praise was used to raise his attending behavior during an independent reading-study period from an average of 47% during baseline to an average of 75% during the contingency period.

A fifth level aide (Jean Milbank) worked with two boys on

reading acquisition. Ten words printed individually on 3" x 5" cards were presented to the boys daily. Correct words were recorded on the data sheet as "+"'s and put in a stack. Incorrect responses were recorded as "-"'s on the data sheet, and put in a separate stack. The teaching/learning game procedure was then used with the words from the incorrect response stack. The boys received cards and treats for correct responses. Both boys showed a marked increase in number of words learned.

A first year teacher, Charlotte Cook, devised a procedure to teach a first year student the names of his letters. A game called "Going to Burlington" was developed in which the pupil had to respond correctly to letters laid out on squares on the floor to earn a bag of treats. Once the game was instigated, the pupil named all of his letters correctly withir ten sessions.

Classroom Research.

Acquisition of an initial sight vocabulary was studied in the consulting teacher's first year classroom. Both a testing procedure and a teaching/learning procedure were developed.

The testing procedure was used with all members of the class. The teaching/learning procedure, developed by the consulting teacher, was used with only specific class members. From the kindergarten teacher's recommendations and test scores, five students were chosen as subjects for this research. A multiple baseline, ABAB design was used. Words to be learned were taken from the Ginn Reading Series. Two matching lists, A and B, were devised. Words were matched by initial sound and when possible by number of syllables, i.e., word #2 on the A list was boy, on the B list, ball. Students were tested on the A list at 9:30 a.m., and on the B list at 12:15 p.m. All five subjects were tested on both lists; five words in the morning and five words in the afternoon. A teaching/learning procedure using systematic prompts was devised. During this procedure, referred to as "The Game" by the students, the words were presented to the student. If the word was said correctly, the student was praised. If he did not say the word correctly, the teacher said the word, the student imitated the teacher's response and the word was placed directly behind the next word to be presented. This sequence was repeated until the student said each word independently, a procedure which typically took about five minutes for a ten-word pack. During the baseline procedures the words were presented only. During the game period the words were presented and the game procedure

was introduced at 11:15 each morning. The game was used with both the A and B lists separately and simultaneously. During scientific verification the game was not played with the students but the testing procedure was continued.

The consulting teacher also developed a program for teaching initial spelling skills. The program consisted of 15 levels, each of which contained five sets of ten words in each set. Students were pretested at each level, if they received a 100% they moved on to the next level, if they received less than 100% they worked on the sets corresponding to the words missed at that level. After completion of the appropriate sets the level test was again administered. All level sets were on tape and students took them according to their individual needs.

A procedure was developed to work through the sets using third graders as peer tutors. Each first grader was assigned a third grader who drilled the student using an errorless discrimination procedure.

As this was started late in the year there was not enough data collected to determine how successful the program was. The consulting teacher would like to continue testing this next year in another classroom.

Development of a Model for Teacher Accountability.

The procedures used by the consulting teacher led to easy accountability to parents, administrators, and school directors. By the use of daily measurement and graphing procedures, parents and administrators could see pupil and class progress immediately.

All parents had individual teacher conferences at the beginning and end of the school year and attended a mid-year general group meeting. Many parents also had mid-year individual conferences. At each individual parent-teacher conference a graphic picture was shown to the parents of their child's growth in language, arts, and mathmatics. Parents were shown the number of words learned, books completed from the co-basal program, oral reading progress, library books read, and areas of strength and weakness were noted. In math, the amount of progress the child had made in the individual math program was reported on. Areas of difficulties were discussed and in many instances the parent was included in a program to help the student.

INSERVICE TRAINING

Teacher Workshop.

A three credit teacher workshop was conducted for four selected Shelburne teachers. The purpose of this workshop was to introduce participants to the educational applications of behavior analysis.

Fifteen hours of formal class seminars were augmented by ninety hours of monitored practicum experience from September, 1969 through May, 1970. Required readings included R. Vance Hall's Improving Teaching Skills, Science Research Associates, 1969; Educational Technology Monographs, Western Michigan University, 1969; G.R. Patterson's and M.E. Gullion's Living with Children: New Methods for Parents and Teachers, Illinois Research Press, 1968; and J.M. Smith's and D.E.P. Smith's Child Management: A Program for Parents, Ann Arbor Publishers, 1966.

All of the workshop participants successfully completed a series of written tests and applied the studied procedures in their classrooms.

A first level teacher participant (Lorraine Crane) measured the effects of a student teacher on the daily percentages attending behavior of one child during a daily independent work time. Continued measurement after the student teacher had left revealed an unexpected increase in attending behavior.

Convention of Behavioral Educators.

All Chittenden South District elementary and middle school personnel were invited to attend an afternoon and evening convention on May 19, 1970. This convention was a cooperative

effort of University and district consulting teachers. The purpose of this meeting was to provide an opportunity for giving the State Department of Education and University recognition to excellence in classroom teaching; and to present some specific examples of current Chittenden County service/research projects.

Parent Workshop.

The parents of children in the consulting teacher's first grade class were invited to a series of three meetings (see letter of invitation). The purpose of this workshop was to share with parents the teaching/learning procedures which the consulting teacher had found to be effective in the school situation, and to help parents devise and implement similar procedures in the home.

The nine participating parents selected a home problem behavior which they wished to change; defined the selected behavior in observable terms; and devised a procedure for measurement on a day-by-day basis (see parent data sheet).

Selected behaviors included over eating, "talking back", leaving the meal table, "fussy" eating, teasing, and lip sucking.

Leaving the meal table behavior was defined as any unexcused departure of a family member from the meal table at breakfast and dinner time. The mother measured the frequency of this behavior for two days. On the third and subsequent day, a meal time rule was effected. This rule was that family members who leave the table and who have not been excused may not return to the table to continue the meal. Family members tested the rule on days three, four, and five. No testing occurred on days six through fourteen. The behavior was thus brought under control.

Burdett - Perry
Village School
1969-1970

READING ACQUISITION

PROCEDURES

Pupils and Classroom.

Pupils 1, 2, 3, 4, & 5 were among 24 pupils in a first year classroom. They had all attended one year of kindergarten.

Behavior.

Correct oral response to a printed word on a 3" x 5" card.

Data Recording and Reliability Procedures.

Two lists of words were presented to the student daily. Five words from the A list at 9:30 a.m. and five words from the B list at 1?:15 p.m. Correct responses were recorded on a data sheet with a "+", incorrect responses with a "-". After three consecutive "+"'s the word was recorded as learned and retired. An observer also recorded correct and incorrect responses weekly for each list.

Instructional Materials.

Word lists were taken from words in the Ginn Reading Series, 1961 edition.

Baseline.

The subject was individually tested by the teacher on both lists at the appropriate times. Correct responses were praised by the teacher. Incorrect responses were corrected by the teacher, the pupil imitated the correct response and was praised by the teacher.

Game.

The testing procedure was the same as during the baseline period. However, between the two testing periods "The Reading Game"* was played with the student. "The Reading Game" was played with both A and B lists separately and together.

No Game.

Baseline procedures were continued. "The Reading Game" was not played.

Game.

"The Reading Game" was again played with the student.

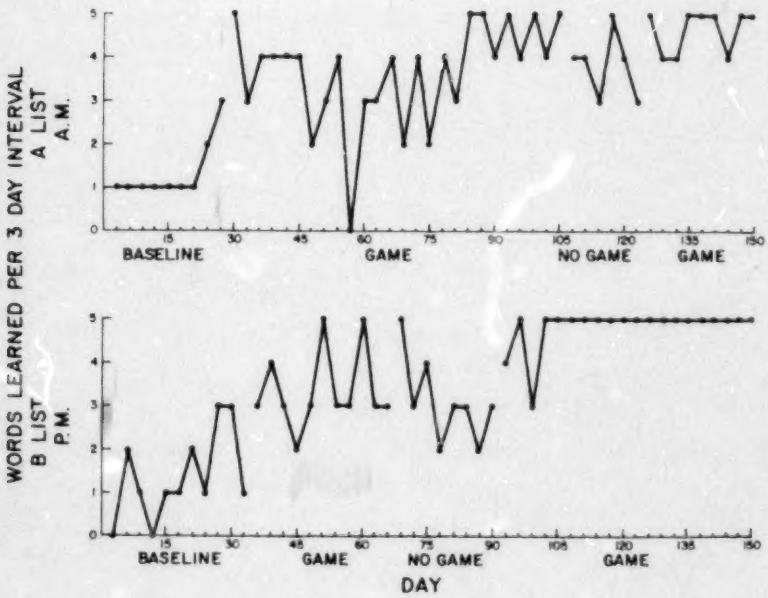
* The teacher presented the words. If the student said the presented word correctly, he was praised. If he did not say the word correctly, the teacher said the word, the student imitated the teacher's response, and the word card was placed directly behind the next word to be presented. This sequence was repeated until the student said each word independently, a procedure which typically took about five minutes for a ten-word pack.

READING ACQUISITION

Pupil One

RESULTS

Figure 1 shows the number of words learned in three day intervals.



Baseline.

Number of words learned ranged from one to three in the A list and from zero to three in the B list. The average for the A list was 1.33 words learned per three day interval. The average for the B list was 1.36 words learned per three day interval.

Game.

Number of words learned per three day interval ranged from zero to five in the A list and from two to five in the B list. The average number of words learned per three day interval was 3.65 for the A list. The average number of words learned per three day interval for the B list was 3.36.

No Game.

Number of words learned per three day interval ranged from three to five in the A list and from two to five in the B list. The average number of words learned per three day interval for the A list was 3.83. The average number of words learned per three day interval for the B list was 3.12.

Game.

Number of words learned per three day interval ranged from four to five in the A list and from three to five in the B list. The average number of words learned per three day interval for the A list was 4.66. The average number of words learned per three day interval for the B list was 4.86.

Future Placement.

P_1 will advance to a second year classroom.

Discussion.

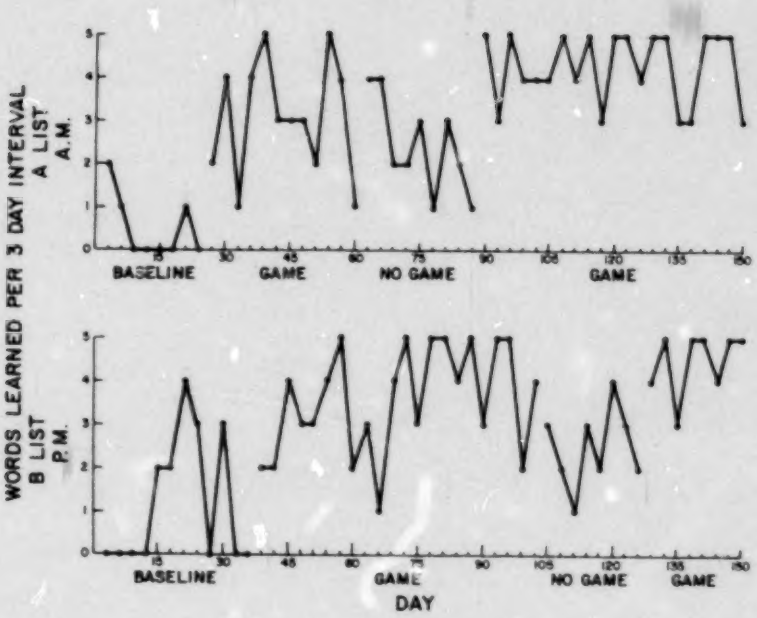
The total possible number of words that could be learned in a three day interval was five for each list. The goal set by the teacher for P_1 was from four to five words learned per three day interval. P_1 reached this goal in both the A and B list.

READING ACQUISITION

Pupil Two

RESULTS

Figure 2 shows the number of words learned in three day intervals.



Baseline.

Number of words learned per three day interval ranged from zero to two in the A list and from zero to four in the B list. The average number of words learned per three day interval for the A list was 0.50. The average number of words learned per three day interval for the B list was 1.17.

Game.

Number of words learned per three day interval ranged from one to five in the A list and from one to five in the B list. The average number of words learned per three day interval for the A list was 3.08. The average number of words learned per three day interval for the B list was 3.59.

No Game.

Number of words learned per three day interval ranged from one to four in the A list and from one to four in the B list. The average number of words learned per three day interval for the A list was 2.44. The average number of words learned per three day interval for the B list was 2.50.

Game.

Number of words learned per three day interval ranged from three to five in the A list and from three to five in the B list. The average number of words learned per three day interval for the A list was 4.29. The average number of words learned per three day interval for the B list was 4.50.

Future Placement.

P_2 will advance to a second year classroom.

Discussion.

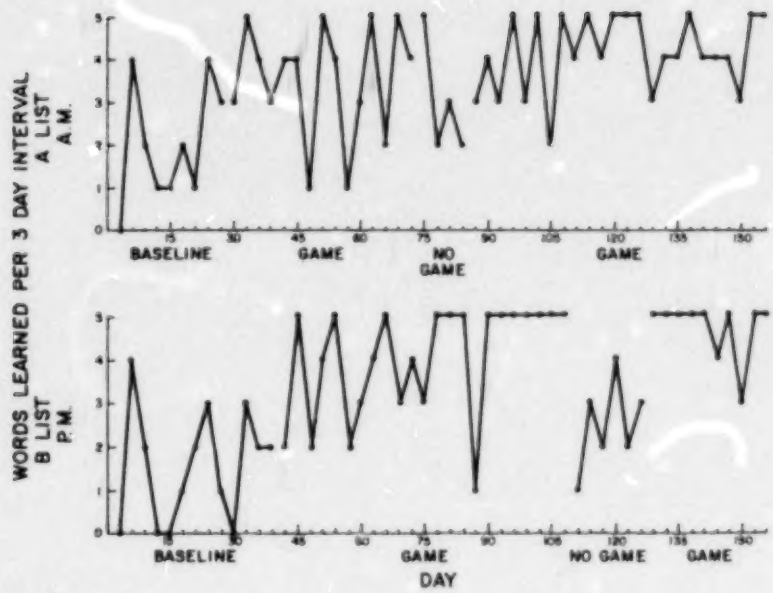
The total possible number of words that could be learned in a three day interval was five for each list. The goal set by the teacher for P_2 was from four to five words per three day interval. P_2 reached this goal in both the A and the B list.

READING ACQUISITION

Pupil Three

RESULTS

Figure 3 shows the number of words learned in three day intervals.



Baseline.

Number of words learned per three day interval ranged from zero to four words in the A list and from zero to four words in the B list. The average number of words learned per three day interval for the A list was 2.00. The average number of words learned per three day interval for the B list was 1.54

Game.

Number of words learned per three day interval ranged from one to five words in the A list and from one to five words in the B list. The average number of words learned per three day interval for the A list was 3.53. The average number of words learned per three day interval for the B list was 4.04.

No Game.

Number of words learned per three day interval ranged from two to five words in the A list and from one to four words in the B list. The average number of words learned per three day interval for the A list was 3.00. The average number of words learned per three day interval for the B list was 2.50.

Game.

Number of words learned per three day interval ranged from two to five words in the A list and from three to five words in the B list. The average number of words learned per three day interval for the A list was 4.13. The average number of words learned per three day interval for the B list was 4.70.

Future Placement.

P_3 will advance to a second year classroom.

Discussion.

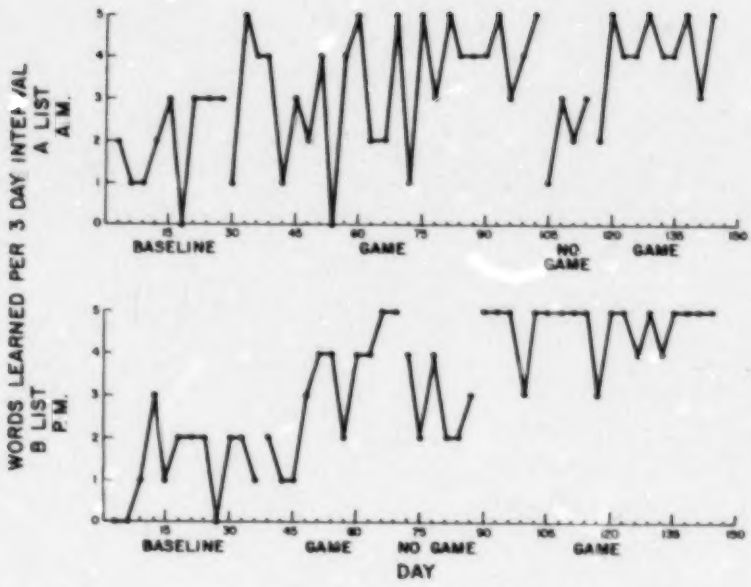
The total possible number of words that could be learned in a three day interval was five for each list. The goal set by the teacher for P_3 was from four to five words per three day interval. P_3 reached this goal in both the A and the B list.

READING ACQUISITION

Pupil Four

RESULTS

Figure 4 shows the number of words learned in three day intervals.



Baseline.

Number of words learned per three day interval ranged from zero to three words in the A list and from zero to three words in the B list. The average number of words learned per three day interval for the A list was 2.00. The average number of words learned per three day interval for the B list was 1.33.

Game.

Number of words learned per three day interval ranged from zero to five words in the A list and from one to five words in the B list. The average number of words learned per three day interval for the A list was 3.40. The average number of words learned per three day interval for the B list was 3.18.

No Game.

Number of words learned per three day interval ranged from one to three words in the A list and from two to four words in the B list. The average number of words learned per three day interval for the A list was 2.25. The average number of words learned per three day interval for the B list was 2.83.

Game.

Number of words learned per three day interval ranged from two to five words in the A list and from three to five words in the B list. The average number of words learned per three day interval for the A list was 4.00. The average number of words learned per three day interval for the B list was 4.09.

Future Placement.

P_4 will advance to a second year classroom.

Discussion.

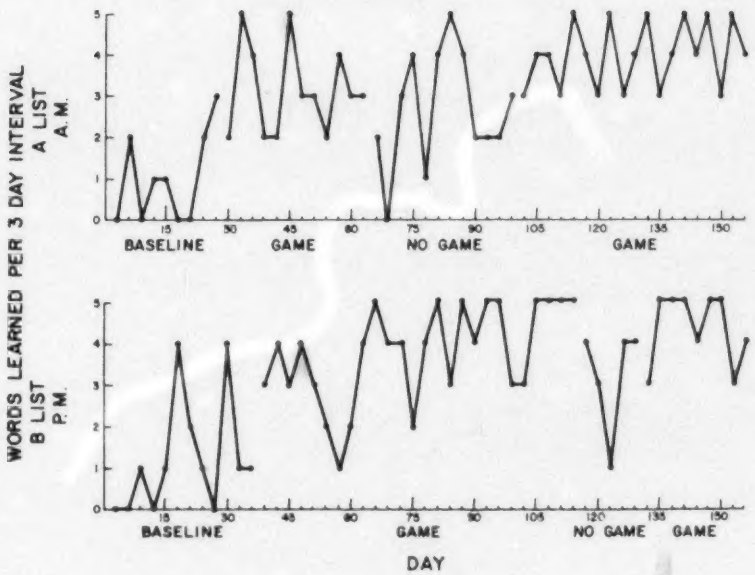
The total possible number of words that could be learned in a three day interval was five for each list. The goal set by the teacher for P_4 was from four to five words per three day interval. P_4 reached this goal in both the A and the B list.

READING ACQUISITION

Pupil Five

RESULTS

Figure 5 shows the number of words learned in three day intervals.



Baseline.

Number of words learned per three day interval ranged from zero to three words in the A list and from zero to four in the B list. The average number of words learned per three day interval for the A list was 1.00. The average number of words learned per three day interval for the B list was 1.25.

Game.

Number of words learned per three day interval ranged from one to five words in the A list and from one to five words in the B list. The average number of words learned per three day interval for the A list was 3.00. The average number of words learned per three day interval for the B list was 3.77.

No Game.

Number of words learned per three day interval ranged from zero to five words in the A list and from one to four words in the B list. The average number of words learned per three day interval for the A list was 2.67. The average number of words learned per three day interval for the B list was 3.20.

Game.

Number of words learned per three day interval ranged from three to five words in the A list and from three to five words in the B list. The average number of words learned per three day interval for the A list was 4.00. The average number of words learned per three day interval for the B list was 4.33.

Future Placement.

P_5 will advance to a second year classroom.

Discussion.

The total possible number of words that could be learned in a three day interval was five words for each list. The goal set by the teacher for P_5 was from four to five words per three day interval. P_5 reached this goal in both the A and the B list.

Cook
Village School
1969-1970

PROCEDURES

Pupil and Classroom.

CP_1, a six year old boy, was one of 24 children in a self-contained, first year classroom.

Behavior.

The teacher defined academic behavior as correct letter naming when shown the letter on a 2" x 3" card.

Data Recording and Reliability Procedures.

The teacher and observer each scored number of letters named correctly.

Instructional Materials.

The teacher prepared 2" x 3" cards on which the letters of the alphabet were printed.

Baseline.

During baseline the student was asked to name the letters upon presentation of the letter on a small card.

Contingency I.

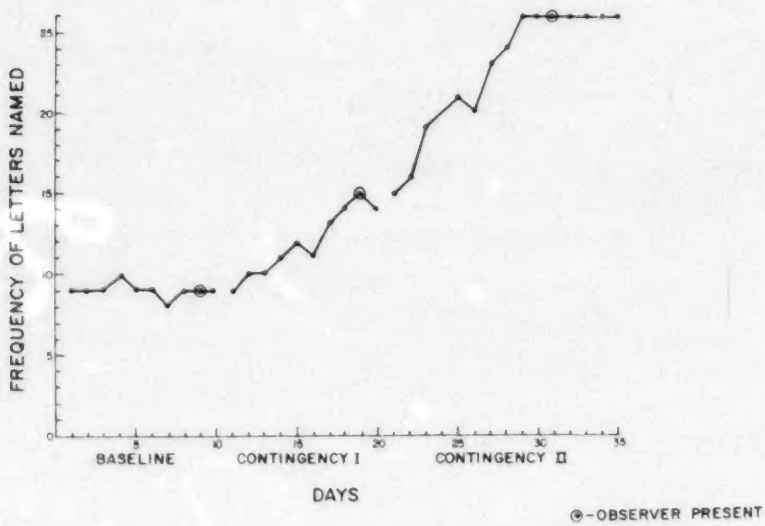
During Contingency I the student was given a personal growth chart to measure his progress. At the end of each day's testing session he was given a star for each correctly named letter to paste on his chart.

Contingency II.

During Contingency II a game, "Going to Burlington", was introduced. The cards with the letter names on them were placed in a hall on 26 consecutive squares. The student was given a nickel and told that he was going to Burlington to spend his nickel. A bag of treats was placed in the last square. His square was a block and there were 26 blocks from Shelburne to Burlington. He was to start at the beginning, in Shelburne, and proceed to Burlington by naming the letter in each square. If he missed a letter he had to stop and could not begin again until the next day.

RESULTS

Figure 6 shows the frequency of letters named during daily sessions.



Baseline.

During this period, days 1-10, the number of letters named correctly ranged from eight to 10.

Contingency I.

During Contingency I, days 11-20, the number of letters named correctly ranged from nine to 15.

Contingency II.

During this period the student reached goal behavior in nine days. Once he named all letters correctly. On one occasion he named them correctly during all other test periods. The number of letters named correctly ranged from 15 to 26.

Milbank
Middle School
1969-1970

PROCEDURES

Pupil and Classroom.

CP_2 was one of two boys in a 40 minute remedial reading situation with a fifth grade aide. He was reading at a grade two reading level.

Behavior.

The teacher defined academic behavior as correct responses to words which were presented on a 3" x 5" card.

Data Recording and Reliability Procedures.

The teacher and observer each scored correct responses by placing a "+" on a data sheet. When he received three consecutive "+"'s the word was recorded as learned and was retired. Incorrect responses were recorded with a "-".

Concurrent Changes in Behavior.

During this period the student, who had previously shunned any offer of parental help, asked his mother to help him with his letters.

Instructional Materials.

The word list was taken from Book 1, Wheels, of the Checkerboard Flag Series. The words were printed on 3" x 5" cards.

Baseline.

During the baseline period the aide tested the pupil on all words from the word list. Known words were scored with a plus, unknown words with a minus.

Contingency.

Ten words were presented to the student at each session. Correct and incorrect responses were separated into two piles. The game* was played with the words not named correctly. The boys received treats for each word named correctly. When a word was retired, i.e., received three consecutive "+"'s, the pupil was allowed to keep it in his word box.

RESULTS

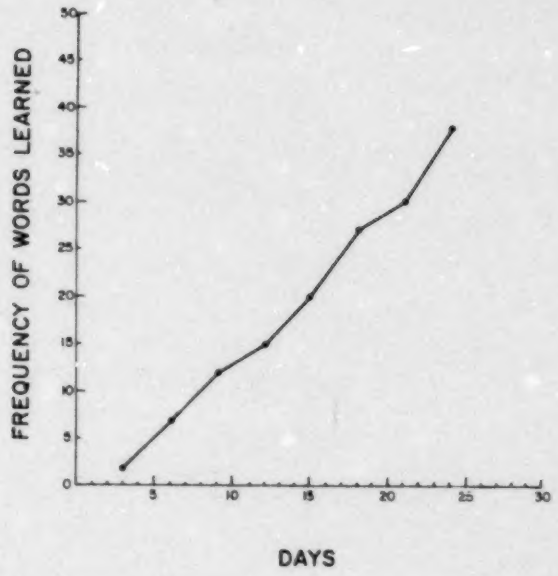
Baseline.

On a pretest, CP_2 did not respond correctly to any of the words subsequently presented.

Contingency.

Words learned were measured in three day intervals. The student ranged from one to eight words learned per three days, with an average of 4.75 words/three days. See Figure 7.

* See P_1 - P_5 (Burdett) for game procedure.



Future Placement.

The subject will advance to a sixth year classroom but will continue to receive help in a special tutoring situation. It has been recommended he attend summer school.

Parent
Village School
1969-1970

PROCEDURES

Children.

There were five children in this family, one of whom was in the consulting teacher's classroom.

Behavior.

The behavior of concern was defined as leaving the meal table.

Data Recording.

The frequency of family members leaving the meal table was tallied daily by the mother.

Baseline.

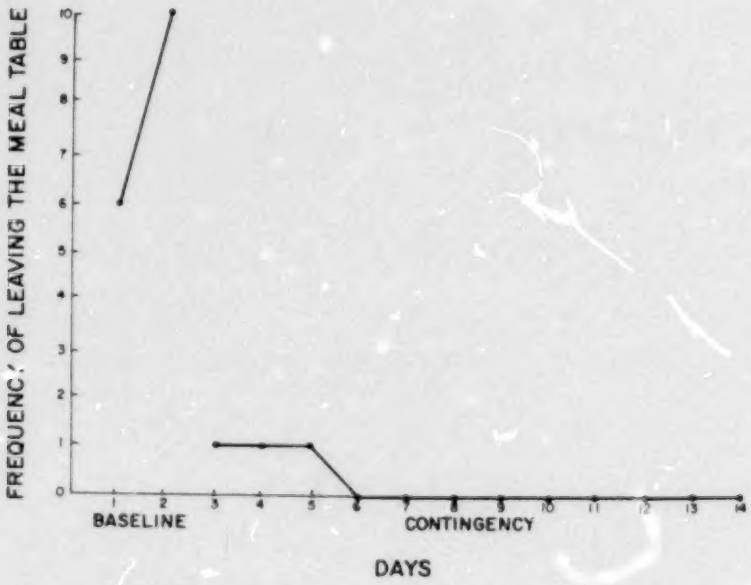
The parents continued to remind the children that they were not to leave the meal table.

Contingency.

The parents stated and enforced the rule: Children who leave the meal table (unexcused) may not return.

RESULTS

Figure 8 shows the frequency of leaving the meal table during morning and evening meals.



Baseline.

Frequency of leaving the meal table ranged from six to 10.

Contingency.

Frequency of leaving the meal table ranged from one to zero.

Concurrent Changes.

The mother reported an increase in pleasant, meaningful conversations during mealtime.